
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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Vol. VII

DECEMBER, 1926

No. 4

The Correlation of Shorthand and Typewriting

By Arnon W. Welch, M. A., LL. B.

New York City

WHATEVER else may be necessary for one to be a well-rounded, efficient, stenographer, four definite kinds of skill are essential. These four kinds of skill—involving separate and distinct reactions which result from separate and distinct stimuli—are:

1. Skill in taking dictation.
2. Skill in reading one's notes.
3. Skill in typewriting.
4. Skill in combining the acts of reading one's notes and writing on the typewriter—transcription.

Transcription is a definite problem in itself, because it requires the combination of processes that the student has previously practiced separately. Shorthand as shorthand is one problem, typewriting as typewriting is another problem; and the act of combining the two so as to produce a transcript is certainly quite another problem. Transcription will not teach

itself any more than shorthand will teach itself or typewriting will teach itself.

To be sure, one may learn to transcribe by simply sitting down at a machine and transcribing—and that is the way most people learn; likewise one may learn to typewrite, after a fashion, by sitting at a machine and typewriting, or learn shorthand by simply taking one's book and learning it.

But these primitive methods have long since been discarded in shorthand and typewriting. The efficacy of expert instruction is too well established to need any argument in its favor, or even to admit of any argument against it. When the problem of transcription is properly conceived, it will be accorded the same dignity and receive the same scientific treatment that obtain in the case of shorthand and typewriting. There will be a definite place for it in the

Reading Exercise

i - u - l . o - r - o - r - o -
 u - e - f - b - i - r - e - e -
 i - e - r - o - r - o - r - o -
 r - o - r - o - r - o - r - o -

Writing Exercise

Ellen Terry read the drama well.
 Helen Keller can read in the dark,
 The rain will make the day dreary.
 The enemy may make an attack in the rear,
 The League team will meet at the Arena.

Typical Dictation and Transcript Required

U - n - u - l - o - r - o - r - o -
 e - h - e - r - o - r - o - r - o -
 e - h - e - r - o - r - o - r - o -
 h - e - r - o - r - o - r - o -
 i - n - o - r - o - r - o -

Gentlemen:

We enclose a list of our prices of tweed woolen
 suitings. We are sure these goods will please you;
 they are in high favor this season, and, as you will
 see from the list, the prices are low.

How many balls of each kind of suitings can you use?

On hearing from you we shall send the goods within
 a week or ten days.

Yours very truly,

instead of the simplest. We have thrown him upon his own resources to produce a finished product and have omitted the logical steps in developing the art of producing that particular product—the transcript. He is abandoned there to “work out his own salvation with fear and trembling.” No wonder he hesitates, the first transcripts are murdered, his typewriting technique suffers, and transcription speed always lags behind.

Four Mental Steps

Observe in detail just what is required of him. First, there are four mental steps in transcribing:

1. Recognition of the shorthand character or outline.
2. Translating that into its English equivalent—*Gentlemen*.
3. Breaking those words up into the typewriting units with which the operator is familiar—*G-e-n-t-l-e-m-e-n*.
4. Locating each unit on the keyboard.

To be sure, the steps are “more or less blended,” as one expert put it. But the point is that with the beginner they are very much *less* blended. The blending process, or the elimination of two of those steps altogether so that the student's mind goes immediately from the shorthand outline to the keyboard, is the identical thing to be developed.

Material to be Blended

Moreover, the student has been asked to perform this blending operation with

- (a) a series of *unlike* characters, each having a different meaning from the others;
- (b) characters that represent entire words, and in some instances phrases;
- (c) subject matter that introduces greater typewriting difficulties, because of centering, arrangement of heading, indentation, and the complimentary closing;
- (d) his own imperfectly made notes, rather than with perfect shorthand outlines.

An uninitiated person might be able to toss up one Indian club and catch it properly as it comes down. But he cannot go from that instantly to three or four. The trouble in beginning transcription is that we ask the student to manipulate too many ideas at the same time, without having properly led up to that operation.

Single-Letter Practice

How should the art of transcribing be introduced? Why, in the same simple way that shorthand and typewriting are introduced—*one idea at a time*. By the time the student

begins transcription he is fairly familiar with two things—the typewriting keyboard and shorthand characters. He has practiced writing on the typewriter from longhand characters; also, he has practiced taking simple dictation and transcribing orally; but *he has not practiced writing on the typewriter from shorthand characters*. The simplest form in which the two ideas may be brought together is in one shorthand character representing one letter—for example,

— (k).

The first problem, therefore, is to develop an exercise from the shorthand alphabet. The student should practice on the typewriter, reading each letter from a chart or printed copy, just as he began typewriting by having before him certain letters of the longhand alphabet.

Use a drill like that given in the illustration on page 103.

Word Practice

Then would follow some exercises in word-signs and word outlines.

See illustration.

Then Lead Up to Transcripts of Dictation Step by Step

The next step would be exercises in phrases, simple sentences, and finally the paragraph of solid matter and business letters—all of which *would be in shorthand*.

Repetition practice is as important in these exercises as it is in the case of shorthand and typewriting. Skill comes only with practice.

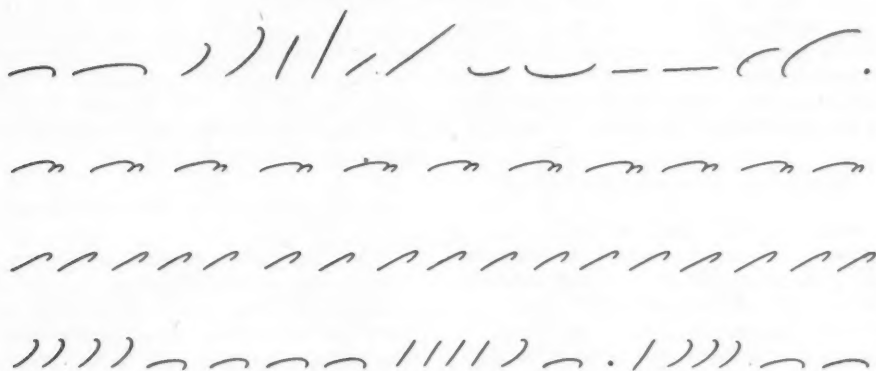
After the introduction and preliminary development of transcription in this manner, the work should proceed by having the student write from his own notes of studied plates of solid matter. The familiarity with the subject matter—at this time—which should not be sufficient for the student to have memorized it—will be an expedient aid in the transition from the perfectly made plate to the imperfectly made notes.

And last of all we arrive at the point, where, unfortunately, too many begin, the student writes from his own notes of business letters—studied plates and new matter, both business and solid.

Teachers Need to Handle both Typing and Shorthand

In order to develop transcription under the most favorable circumstances, it is a practical necessity for the teacher of typewriting to be familiar with the system of shorthand taught

Suggestive Alphabetic Drill



Suggestive Word Drill



Example of an Ideal Teaching Program

Period	Mon.	Tues.	Wed.	Thurs.	Friday
First					
Second	S'hand	Trans.	S'hand	S'hand	S'hand
Third	Typ.	Typ.	Typ.	Trans.	Typ.
Fourth					
Fifth					
Sixth					
Seventh					

in the school. Moreover, it is desirable to have the teacher of typewriting handle some of the shorthand, and the teacher of shorthand handle some of the typewriting. The ideal situation would be to consider shorthand-typewriting-transcription as a single unit in making out the teacher's program, which would appear somewhat as suggested on the preceding page.

When Shall We Start Correlation?

If correlation is begun too early, there is certainty of increasing unduly the difficulties of the student and the serious danger of discouraging him. At the beginning of the course the student has enough to do in mastering the difficulties of shorthand and typewriting. Moreover, one cannot write these two subjects until there is some basic knowledge to unite. A

foundation, therefore, in shorthand and typewriting is a necessary prerequisite to the work of transcription. On the other hand, if transcription is begun too late, the specialized skill in shorthand and typewriting is developed so far beyond the skill in transcription that the latter lags behind. The common fault seems to be to begin correlation too late rather than too early.

Second Half of First Year Recommended

When the plan above outlined is employed, transcription should be begun in the second half of the first year. The three arts—shorthand-typewriting-transcription—will then progress more evenly, and transcription speed should more nearly approach the regular typing speed.



Dictionary Winners

90% Gregg Writer Clubbers—Season 1926-27

(Continued from the November issue)

Michigan

Dora H. Pitts, Western High School,
Detroit
Elsie M. Ziegler, Reed City High
School, Reed City
Marion E. Hayes, Republic Central
School, Republic

Minnesota

Leola Stuckler, Marshall High School,
Marshall
Gertrude A. Ebel, South St. Paul
High School, South St. Paul

Missouri

Mrs. Carrie Jane Rosser, W. Plains
High School, W. Plains

Montana

Mrs. M. Zimmerman, Chinook High
School, Chinook
Mabel C. Fralcy, Powell County High
School, Deer Lodge

New Hampshire

Mildred Crane, Brewster Free Aca-
demy, Wolfeboro

New Jersey

Virginia M. Trewin, Bridgeton High
School, Bridgeton
A. Myrtle Hensor, Senior High School
Princeton
Leola M. Robinson, Senior High School,
Red Bank
Margaret M. Murray, Union Hill High
School, Union City

New York

Sara Rockovitz, Gloversville High
School, Gloversville
Bernice E. Gligeo, Monroe High School,
Rochester
Sara R. Malone, Rochester Business
Institute, Rochester
H. O. Warren, Troy Business College,
Troy

Ohio

Roger C. Rehard, Caldwell High
School, Caldwell
L. H. Behney, Warren G. Harding
High School, Warren

Oregon

Pauline Bond, Marshfield High School,
Marshfield
Mary A. Parkinson, Oregon City High
School, Oregon City

Pennsylvania

Sister Mary Jutta, St. Mary's School,
Catasauqua
Ethel C. Saltzman, Franklin High
School, Franklin
Sister M. Electa, St. Elizabeth's
School, Philadelphia
Sister Mary Bernardine, Holy Ghost
School, South Bethlehem

South Dakota

Nola Morgan, Winner High School,
Winner

Texas

Walter H. Freeman, Gainesville High
School, Gainesville

Utah

Irene Peterson, South Cache High
School, Hyrum

Vermont

Ethel M. Raymond, Windsor High
School, Windsor

Washington

Mildred Gibson, Foster High School,
Seattle

West Virginia

Martha R. Thornburg, Union District
High School, Dunbar

Wisconsin

Lillian Betz and Leone Rohloff, Senior
High School, Chippewa Falls
Cordia G. Shetter, Elkhorn High
School, Elkhorn
Ray W. Meythaler, New Glarus High
School, New Glarus
Irene Rosmussen, Phillips High School,
Phillips
Helen Braatz, Rhinelanders High
School, Rhinelanders
Mrs. Cassandra E. Thrasher, Wausau
High School, Wausau
Marie S. Benson, State Normal School,
Whitewater

Wyoming

Rosa Colegrove, University of Wyo-
ming, Laramie

Program of the Coming
National Commercial Teachers' Federation
Convention

to be held December 28-30, 1926 at Hotel Sherman, Chicago, Illinois

Tuesday, December 28

Morning

REGISTRATION	8:00 o'clock
GENERAL FEDERATION MEETING	10:00 o'clock
<i>President, Willard J. Wheeler</i>	
Invocation	
Address of Welcome, by Hon. William E. Dever, Mayor of Chicago	
Response, by H. E. V. Porter, Executive Secretary of the National Association of Accredited Commercial Schools, Jamestown, New York	
President's Address, by Willard J. Wheeler, President, Wheeler Business College, Birmingham, Alabama	
Announcements	

Afternoon

PRIVATE SCHOOLS DEPARTMENT	1:00 o'clock
<i>President, T. A. Blakeslee, Lincoln School of Commerce, Lincoln, Nebraska</i>	
"Coöperation between Public and Private Schools," by Bruce F. Gates, Gates College, Waterloo, Iowa	
Discussion to be led by W. E. McClelland, Capital City Commercial College, Topeka, Kansas	
"Bookkeeping Tests—How and Why?" by R. A. Kelly, Aberdeen Business College, Aberdeen, South Dakota	
Discussion to be led by C. W. Woodward, College of Commerce, Burlington, Iowa	
Business Meeting—Appointment of Committees, etc.	
PUBLIC SCHOOLS DEPARTMENT	1:00 o'clock
<i>President, J. Walter Ross, South Hills High School, Pittsburgh, Pennsylvania</i>	
"A program for Research in Commercial Education," by E. G. Blackstone, Ph. D., Iowa State University	
"The Transcript," by Clay D. Slinker, Director of Business Education, Des Moines, Iowa	
"Four Years' Observation of Commercial Education in Great Britain," by C. I. Brown, Gregg School, Chicago, Illinois	
"Bookkeeping—My Method. Treated from the Cultural, the Educational, and the Practical Standpoint," by Col. Wallace H. Whigam, Chicago, Illinois	
COLLEGE INSTRUCTORS' ROUND TABLE	2:00 o'clock
<i>Chairman, H. D. Proffitt, Penn School of Commerce, Oskaloosa, Iowa</i>	
"The Collegiate Commercial Education Curriculum in Its Relation to Secondary Commercial Courses," by George R. Tilford, Professor of Commerce, College of Business Administration, Syracuse University, Syracuse, New York	
"Tendencies in Management," by J. O. McKinsey, University of Chicago, Chicago, Illinois	
"A Plan of Teaching for the Collegiate Instructor of Commerce," by Paul S. Lomar, Associate Professor of Commercial Education, New York University, New York City	
"Prognostic Tests for Secretarial Ability," by W. H. Arnold, Professor of Commerce, College of Commerce, Bowling Green, Kentucky	
PENMANSHIP ROUND TABLE	4:00 o'clock
<i>Chairman, H. M. Heaney, Davenport-McLachlan Institute, Grand Rapids, Michigan</i>	
Exhibit of penholders used by the Great and the Near-Great from the day of the Flourished Eagle and Lion Rampant to the close of 1926	
Talk accompanying this exhibit by author of the idea, R. R. Reed, Supervisor of Penmanship, Ferris Institute, Big Rapids, Michigan	
"The Director, The Actor, and The Production," (A demonstration of the teaching of Penmanship) by John S. Griffith, Englewood Business College, Chicago, Illinois	
"Some Crimes Against Penmanship"	
Discussion	
Exhibition of Signatures by Worthies still Alive	

Evening

GROUP AND PRIVATE DINNERS	6:00 o'clock
RECEPTION, ENTERTAINMENT AND DANCE	8:00 o'clock

Wednesday, December 29

Morning

GENERAL FEDERATION MEETING	9:30 o'clock
Address—"Dangerous Days Ahead," by Frank Comerford	
Business Meeting—Reports of Committees—Election of Officers	
Announcements	
FEDERATION LUNCHEON	12:00 o'clock
Address—"A Man-Sized Job," by Roscoe Gilmore Scott	

(Continued on page 106)

Afternoon

SHORTHAND ROUND TABLE2:00 O'CLOCK
 Chairman, D. D. Lessenberry, Allegheny High Evening School, Pittsburgh, Pennsylvania
 "Typewriting via the Dictaphone," by Ida M. Edwards, Harrison Technical High School, Chicago, Illinois
 "Dynamics of Shorthand Teaching," by Helen Wallis Evans, Gregg School, Chicago, Illinois
 "Prognosticating Skill in Typewriting," by Minnie Vavra, Cleveland High School, St. Louis, Missouri
 "What Are the Best Methods Being Used to Train Shorthand Students To Reason Rather than Memorize," by Mrs. Margaret B. Miller, Wheeler Business College, Birmingham, Alabama
 Discussion to be led by C. E. Rowe, Carrick High School, Pittsburgh, Pennsylvania

BUSINESS ROUND TABLE2:00 O'CLOCK
 Chairman, Loyd M. Jones, West Commerce High School, Cleveland, Ohio

"What Commercial Teachers in High School Should Know About Business Colleges," by A. L. Allyn, Bliss College, Columbus, Ohio
 "What Is Profit?" by Herbert P. Sheets, Secretary-Treasurer, National Retail Hardware Association, Indianapolis, Indiana
 "The Principles of Commercial Education," by Professor Paul S. Lomax, School of Education, New York University, New York City
 "Actual Business Experience Requirement for Teachers," by Clay D. Slinker, Director of Business Education, Des Moines, Iowa
 "What Research Can Do for Commercial Education," by William L. Connor, Director of Educational Research, Board of Education, Cleveland, Ohio
 Real Round Table: Discussion of problems presented by members (Questions and problems submitted by members in answer to questionnaires sent out) to be led by J. O. Malott, Specialist in Commercial Education, Federal Bureau of Education, Washington, D. C.

COLLEGE INSTRUCTORS' ROUND TABLE2:00 O'CLOCK
 Address by Lee A. Wolford, Marshall College, Huntington, West Virginia

"The Qualifications of a Commercial Teacher," by Dr. William S. Taylor, Dean, University of Kentucky
 "The Direct Method of Teaching Shorthand," by Ann Brewington, Professor of Commerce, University of Chicago
 "Some Suggestions as to High School Bookkeeping Courses—Both from the Standpoint of a Professional Accountant and a University Instructor in Accounting," by E. L. Kohler, Professor of Accounting, Northwestern University, Chicago, Illinois

Evening

GROUP AND PRIVATE DINNERS6:00 O'CLOCK
 SPECIAL GROUP MEETINGS, THEATRES AND SPECIAL PARTIES.....8:00 O'CLOCK

Thursday, December 30

Morning

SHORTHAND ROUND TABLE9:00 O'CLOCK
 "Sight to Touch Typewriting," by N. B. Curtis, High School, Shenandoah, Iowa
 "Secretarial Training," by Mrs. Elizabeth A. Jevon, Schenley High School, Pittsburgh, Pennsylvania
 "Training for Higher Speed in Shorthand," by Martin J. Dupraw, Champion Shorthand Reporter of the World, New York City
 Discussion to be led by Jane E. Clem, State Normal School, Whitewater, Wisconsin
 Election of Officers

BUSINESS ROUND TABLE9:00 O'CLOCK
 Real Round Table: Discussion of problems presented by members (Questions and problems submitted by members in answer to questionnaires sent out) to be led by J. O. Malott, Specialist in Commercial Education, Federal Bureau of Education, Washington, D. C.

PRIVATE SCHOOLS DEPARTMENT10:00 O'CLOCK

Chairman, Paul Moser, Moser Shorthand College, Chicago, Illinois
 "Is the Tendency Toward Expansion or Contraction of Commercial Courses in Private Schools?" by M. E. Davenport, Davenport-McLachlan Institute, Grand Rapids, Michigan
 Informal discussion
 "The Problem of Summer Attendance—How Shall We Meet It?" by N. A. Young, Young and Hursh Business School, Duluth, Minnesota
 Discussion to be led by Mary M. Gallagher, The Gallagher School, Kankakee, Illinois
 Business Meeting—Election of Officers

PUBLIC SCHOOLS DEPARTMENT10:30 O'CLOCK


"Teaching Business Correspondence," by Regina E. Groves, Vocational School, Madison, Wisconsin
 "Correlation of Commercial Subjects in Continuation School, Junior and Senior High Schools," by William Bachrach, Director of Continuation Schools and Supervisor of Commercial Work, Chicago, Illinois

Afternoon

GENERAL FEDERATION MEETING2:00 O'CLOCK
 Address—"The Man Who Can," by William Rainey Bennett
 Business Meeting3:00 O'CLOCK

Evening

FEDERATION BANQUET6:30 O'CLOCK
 Address—"The Morning After," by Captain Norman Allan Imrie
 Music and Entertainment. Original Poems by M. H. Lockyear, Evansville, Indiana
 Awarding of 100% Certificates Inauguration of Officers Adjournment Dancing



SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

HERE'S something new: A weekly survey of business and employment conditions in the Philadelphia district made by Mr. H. E. Bartow, of the Peirce School of Business Administration. The review is broadcast every Thursday evening at 7:30 over Station WLIT. Copies are available to business executives.

The survey is broad in its grasp of fundamental conditions and yet offers a wealth of specific information relating to the many factors having an influence on business conditions.

Peirce School and Mr. Bartow are to be heartily congratulated.



READERS of this magazine will be glad to hear of the step taken by Draughon's Business College, Atlanta, Georgia, to organize commercial teacher-training courses. Beginning soon after Christmas a course in the Pedagogy of Commercial Subjects will be added to the school curriculum. During the summer a six weeks' Normal Training Course for commercial teachers will be included.

The increasing calls for teachers has determined the policy to institute the teachers' courses, as announced by Mr. Clark E. Harrison, manager of the school.



ON November 11, 1926, the Board of Directors of the Packard Commercial School, New York City, elected Seth B. Carkin a member of the board and president of the School. Mr. Carkin, who has been principal of the school since September, 1925, succeeds the late Byron Horton, who died suddenly at Quiberon, France, in September.

The Packard School, founded in 1858, was one of the pioneer business schools of America and stands as a memorial to Silas Sadler Packard. The Packard will seek to perpetuate the school by placing its control and

management in the hands of a Board of Directors. This board, to which Mr. Carkin has been elected, is charged not only with complete management of the school but it also may fill vacancies among its members, thus guaranteeing continuous control.

As teacher, director of Commercial Education in the public schools of Rochester, lecturer in Commercial Education at Simmons College, and in the New York State College for Teachers, Rochester University, and New York University, Mr. Carkin has had a rich experience. His success in each of these fields is the best guarantee that he will take full advantage of an unusual opportunity to develop in the greatest commercial community of the world, a program of Commercial Education which will not only do justice to Packard traditions, but also will represent a distinct contribution to education.



MEASURING and testing achievements in all commercial subjects is one of the functions of the Research Committee in Business Education, appointed at the National Education Association meeting in Philadelphia. Perhaps no other phase of education has attracted any more attention in recent years than measurement and testing. In commercial education, however, no organization for outlining, centralizing, directing, and stimulating measurement and testing has obtained. The appointment of this research committee marks the beginning of such an organization.

Each commercial teacher can cooperate in any or all of the following ways:

1. Report such research as he has carried on and is carrying on in all commercial subjects.
2. Report the names and addresses of teachers who have constructed any tests in commercial subjects.
3. Report the names and addresses of teachers who are now constructing and experimenting with tests in commercial subjects.
4. Report the names and addresses of teachers who might assume the responsibility of stimulating and directing research activities in a particular commercial subject.

Important Announcement to Teachers of Shorthand and Typewriting About

Report of State School Contests for 1926

WATCH FOR THE 1926 REPORT IN THE
AMERICAN SHORTHAND TEACHER
FOR JANUARY, 1927!

FOR many years it has been the custom of *The Gregg Writer and American Shorthand Teacher* to publish reports of school shorthand and typewriting speed contests. On account of the great increase in the number of these contests, it is no longer possible to publish the reports in full. In 1924, therefore, a summary of events was published in bulletin form. In our January, 1926 issue there was published a similar summary of contests held during the year 1925. We are now pleased to announce that in the January, 1927 issue of *The American Shorthand Teacher* there will appear in slightly different form a report of several hundred contests held during the spring and summer of 1926.

As pointed out in the article accompanying the 1925 report, there is still a marked lack of uniformity in the length and character of the test material used, the system of marking or grading, and the methods of conducting the shorthand contests. For this reason it has been difficult in the past to formulate a report that is of any value for comparative study.

Almost without exception the typewriting contests are now conducted in accordance with "International Rules" and on uniform, standard material furnished by the typewriter companies. The chief lack of uniformity in connection with the typewriting contests is in the rules for eligibility, in the naming of the events, and in the dates on which the contests are held. For instance, typewriting events are variously described as, *first-year, second-year, novice, novice-a, novice-b, amateur, beginners', advanced, free-for-all, unlimited, class 1, class 2, class 3, championship*, etc. From this, and the further fact that contests are held at different times of the school year, it will be seen how difficult it is to tabulate a composite report that actually shows the relative standing of the contestants in the various events.

In the shorthand contests the chief differences are, in addition to those enumerated above, in the character of the material used, the length of the tests, and the system of marking and grading.

Standard Shorthand Tests

With a view to assisting teachers in standardizing the shorthand contests, The Gregg Publishing Company during the spring of 1926

furnished free to all contest committees, printed standard tests, together with a copy of the National Shorthand Reporters' Association rules for grading transcripts. Although the announcement of this service was not made until January, 1926, several hundred contest committees took advantage of these tests. As a result a long step was taken toward placing the shorthand tests on a plane with the standardized typewriting tests.

1927 Standard Shorthand Tests Now Available

Because of the demand for the standard shorthand tests, the company will again furnish similar material in printed form for contests to be held during the spring of 1927. The tests provided are as follows:

1. Material—Average literary matter or business letters
2. Length of Tests—5 minutes
3. Rates of Speed—60, 70, 80, 90, 100, and 120 words a minute
4. Rules for Rating—Rules governing Gregg Transcription Tests and The National Shorthand Reporters' Association speed contests

These standardized tests, put up in sealed envelopes, may be obtained by any contest committee upon application to any of our offices, located in New York, Chicago, Boston, or San Francisco. Two sets of tests will be provided—one set to be used in local, county, district, or elimination contests, and a second set for state or final contests.

A copy of the contest rules, and a special form of report blank, will accompany each set of tests. In writing for test material, teachers should state specifically whether business letters or literary matter is wanted, and make their requests in plenty of time to assure delivery before the date of the contest.

Published Reports

For the purpose of review, *The American Shorthand Teacher* will, in October, 1927, publish a summary of all contests held during the spring of 1927, for which reports have reached us.

In the meantime, write us for specimen tests and rules used in the 1926 events. These tests will be valuable for practice purposes, and will aid you in formulating your plans for 1927.

EDITORIAL COMMENT

ON SUNDRY TOPICS

Have You Asked This?

THE following is a circular letter prepared by Mrs. Frances Effinger-Raymond and Miss Elizabeth Starbuck Adams as part of the teachers-service coöperation of the Pacific Coast and Orient office. It is so full of clever analysis, enlightening statement and clear appreciation of typing teaching problems that we deem it worthy of a place on the editorial page.

YOU ARE A TEACHER

Whose questions may be answered informally, and you ask a lot of them. Here goes a friendly response!

What is mental control of the keyboard? Do you know? I don't. And who wants mental control, anyway? Give me automatic finger control of the keyboard and I'll be satisfied.

What is kinaesthetic typewriting? It is just the same old touch typewriting that has been taught since 1905, only we are teaching it a deal more skillfully now than they did in that decade. No one can learn to perform any act by pure touch except through the kinaesthetic memory, or the muscle-memory.

How can we establish this kinaesthetic control of the keyboard? The surest way is to train each finger separately to perform its specific job through pure touch.

What is meant by "specific job" of each finger? Each finger has to work in a limited section of the keyboard. The finger has to learn to make a certain number of reaches from the home key to the other keys in its section. These small reaches must be thoroughly learned by the feel of the reach in the knuckle joint of the finger. This fine discrimination of the difference between the *f-r* reach and the *f-t* reach can only be learned through much repetition. Intensive drill that is concentrated for a short time on one or two reaches will quickly establish the consciousness of the "feel," the muscle-memory, or the kinaesthesia of the reach.

What does the word Rational mean as applied to typing method? It means a rational selection of units of drill that will most quickly and surely establish in each finger the skill necessary for accurate touch-control of its section of the keyboard.

Why is it not better to get acquainted with the entire keyboard first before giving this specific finger training? The brain paths are best established one at a time and practiced until grooved in firmly enough to last. If several brain paths are started at the same time, each is only lightly grooved; the mental unit of drill becomes too varied for concentrated repetition and the result is a lot of loosely started brain paths which tend to become confused.

What happens when the unit of drill becomes complicated, calling for action from all fingers before any kinaesthetic control of individual sections has been thoroughly established? The complicated form of such a large unit of drill with its twenty-six variations makes it impossible for the student to follow the copy and manage the machine at the same time. He is forced to do hours of pre-machine practice in order to get familiar with the content of his drill. He is learning his keyboard with imperfect kinaesthesia because there is no check of finger action such as the keys of the typewriter exert. In all pre-machine practice the student is only approximating a reach. This inaccuracy of reach, however, is not recorded and no one is the wiser. This process of approximating a reach may be what is meant by mental control. It certainly is not kinaesthetic control. Kinaesthetic control must be EXACT, not approximate.

What is the most economical way to teach typing? Follow the progression of exercises outlined in the sequence given in New Rational or Adams' Junior Typewriting, BECAUSE these exercises are designed to develop power by using the serial method of repetition, reviewing old habits while establishing new

technique. See what a systematic program it makes to follow these steps, persistently, insistently, and progressively:

First Step: First Finger—reaches, syllables, words, phrases

Second Step: Second Finger—reaches, and first- and second-finger words, phrases, sentences

Third Step: Third Finger—reaches, and first-, second-, and third-finger words, phrases, sentences

Fourth Step: Fourth Finger—reaches. All-finger words, phrases, sentences

Fifth Step: Shifts gradually introduced, and then entire keyboard practice and development.

Can we not establish correct habits in posture, stroking, machine manipulation the first day? Most certainly, but such habits must be reestablished the second day and every succeeding day for weeks. Then they must be tested, faults discovered and remedied, and habits thoroughly reestablished. That is why we need so much of the serial type of organization in the content of a textbook in typing.

Fire in your questions; we are not supermen and we don't know everything about anything, but we do know a lot about some things, and we have had years of practical experience in teaching, you know.



Just a Minute, Please

NOT only do we want to extend to you our heartiest of good wishes for the Holidays, but we want to put in print two things we have had in mind to tell you, with the hope that a minute of your time here will save you the bother of having to make inquiry by mail.

First, we are entirely out of stock of both the September and October issues of the *American Shorthand Teacher* as well as of the *Gregg Writer*, and for that reason we have not been able to comply with numerous requests for these back numbers wanted for the story—"The Captains," by Mrs. Mary Raymond Shipman Andrews—which has been appearing in shorthand form in the current *Gregg Writer*. Those of you who are interested in obtaining the first installments of the story and a whole book full of equally interesting tales by the same author, can secure them in a very attractive edition published by Charles Scribner's Sons (New York City) under the title, "The Eternal Masculine." This is but one of a series by Mrs. Andrews all of which are worth having. Your local book dealer should be able to supply you.

Perhaps some of you wanted the October issue for the Contest announcement, too. The 1926 Teachers' Blackboard Writing Contest was explained in that magazine and a picture

given of the beautiful new sterling silver trophy to be awarded the first-place winner. All teachers are eligible to compete this year for the new trophy and Proficiency Certificate—the certificate appears in fac-simile as our frontispiece this month. The contest copy is reprinted on page 118 for the benefit of those who missed it in October. If you are not familiar with the rules, write us for details.

And, now for a repetition of the explanation already made regarding the date of receipt of the *American Shorthand Teacher*: We still receive requests from our subscribers asking that the *American Shorthand Teacher* be sent to them at the same time as the *Gregg Writer*. Because of the fact that the key to the shorthand plates in the *Gregg Writer* is printed in the corresponding month's issue of this magazine, the *American Shorthand Teacher* can not be printed until after the *Gregg Writer*. We make every effort to mail the *American Shorthand Teacher* as soon after the *Gregg Writer* as possible, but there must necessarily be an interval of a few days between the mailing of the two magazines.



Obituary

Byron Horton

IT is with profound regret that we learn of the sudden death in Quiberon, France, on September 6, 1926, of Mr. Byron Horton, who for over fifty years was connected with the Packard Commercial School, New York City.

Mr. Horton was born at Liberty Falls, New York, on December 24, 1851. His very sudden death occurred a year after he had severed active connections with the Packard School and while he was on a vacation trip with his children in Europe.

Mr. Horton was graduated from Union College in the class of 1872. He was a deacon in the Central Congregational Church, Brooklyn, for more than fifteen years.

In September, 1874, Mr. Horton came to the Packard School and became associated with Mr. Packard as a teacher of mathematics and arithmetic. He was author of the *Packard Commercial Arithmetic*, first published in 1887 and later revised.

Mr. Horton served for over fifty years as teacher and superintendent and later as principal and president of the Packard School.

The trustees of the Packard estate have had engrossed resolutions setting forth Mr. Horton's long and distinguished association with the School and their deep sense of loss in his passing.

The Secret of Successful Shorthand Teaching

By Florence E. Ulrich

Editor, Art and Credentials Department of the "Gregg Writer"

Repetition Practice

EVERY experienced teacher knows that repetition practice is necessary in shorthand writing, not only to embed in the mind of the student the principles of theory involved, but to relax the muscles for facile execution of the characters.

But just as each one of us recognizes the value of repetition practice, so we know that a student has an overwhelming craving for "new matter" and that he is not likely to take kindly to repetition and reviews unless there is an incentive for so doing. Possibly, one reason is that he does not understand or recognize the intrinsic value of repetition practice, but if we point out to him that he learned to walk, talk, sing, swim, and do the many things he does without conscious direction by doing them over and over again, he will almost surely acquiesce and enter into his practice with enthusiasm and interest. We will have coaxed him into a pleasurable state of mind and feeling toward the practice favorable to enthusiastic intellectual action. There is no gain-saying the value of repetition in anything where rapidity of execution is a desideratum—and it is absolutely imperative to skillful stenography.

Writing Must Become Automatic

When a word is dictated for the first time, the student's attention is given primarily to analyzing the sounds of the word and translating them into shorthand characters before he can transfer them to paper—he must first explore the mental realms of his experience to find out what he should do with it. This is called conscious writing and is done with the head rather than with the hand. Obviously, very high speed is not likely to be reached if all of the words are written that way. The student of shorthand must not stop with the

first writing of a word, he must continue to write it until the mental picture is deeply impressed on his consciousness. Then, and only then, will the hand automatically write without direction and leave the mind free to go to the next character.

Guard Against "Slovenliness"

Repetition practice, however, has its drawbacks if the students are allowed to become careless and slovenly in writing the shorthand forms. Eternal vigilance on the part of the teacher is required to keep the students up to "form," in order that no bad habits will be acquired. Slovenly habits in writing are acquired sometimes, though not often, because repetition practice is overdone, and has a paralyzing effect on the faculties.

Don't Overtax Attention

For instance, if you ask your students to write an outline one hundred times, an examination of the notes will reveal the fact that the one hundredth outline is greatly inferior in form and execution to the first outline. To the experienced teacher, it is needless to point out the absurdity of such assignments. The psychologist tells us that the average time of duration of the students' attention is appallingly little—only a few minutes—and the most must be made of that time if effective work is to be done. If the students are compelled to practice beyond the duration of active attention, the faculties appealed to become sluggish or only "inactively occupied with the subject," as the psychologists put it, and the flickering attention will be continually drawn away by more attractive thoughts.

Intellectual listlessness, which a pupil's lack



MARTIN J. DUPRAW
—GREGG WRITER—

Twice World Shorthand Champion and Present Holder of the N. S. R. A. Trophy, the New York Reporters' Trophy, and the Toledo Bar Cup

ELBERT HUBBARD once remarked that "a good loser is a winner." This bit of philosophy is respectfully commended to the attention of one of our contemporaries in the shorthand publishing field, who by an artful—but ludicrously transparent—arrangement of headlines and text attempts to create an impression of victory that is not justified by facts, and deceives only those who want to believe it.

With the omission of the name of the system of shorthand, the headline of the *piece de resistance* of the company's advertising campaign reads as follows:

..... SHORTHAND
REPORTERS WIN AGAIN

In the National Shorthand Reporters' Association Contest, at Philadelphia, August, 1926.

The purpose of that statement naturally is to give the casual reader an *impression*—the impression that writers of that system were suc-

THE "AD

cessful in winning the championship. Then follows the halftone reproductions of the photographs of three estimable gentlemen, who secretly must resent having their meritorious achievements made use of so unworthily.

Under each is a description of achievement the first reading:

"(Name), the holder of the world's record on 220 words per minute, established a new record with just two errors."

Under the second, we are informed that the five-times World's Champion also equalled this record. Right! He did!

The third one, which says that so-and-so won the 175 test—a low speed test—is unimportant because it is not a part of the championship dictations. It is given for writers who wish a speed certificate at that speed.

The fact is that three different writers—the name of the one omitted from the advertisement being Martin J. Dupraw, the present World's Champion—made *exactly the same score* on the 220 dictation. Consequently whatever world's record establishing there was done, was shared by the three—all credit to them! The omission of Dupraw's name from the roll of honor was no doubt due to the fact that he writes Gregg Shorthand. Since Mr. Dupraw was awarded the championship trophy further comment on that is unnecessary.

It is significant that no mention is made of the other two *higher speed* dictations, one at 260 words a minute and the other at 280, which form equally important parts of the Championship Contest. On these Mr. Dupraw made total of but 6 errors, while his nearest competitor, one of the writers mentioned in the advertisement, made 16 and the other made 20. On the three dictations, Mr. Dupraw's nearest competitor made $2\frac{1}{2}$ times as many errors, and the other writer $3\frac{1}{4}$ times as many! Yet these writers who made $2\frac{1}{2}$ and $3\frac{1}{4}$ times as many errors, we are led to believe, "won again." The brand of psychology responsible for this sort of thing is amusing. Certainly it is not complimentary to the intelligence of the reporting or the teaching fraternity to expect them to be "taken in" by it.

Let us pass on to the next exhibit:

"These Isaac Pitman writers are not DEMONSTRATING EMPLOYEES of the Pitman Company, but PRACTICING COURT REPORTERS."

This is supposed, we assume, to have a dark and sinister meaning. Take it whichever way one wishes, it is a stupid statement. If the "demonstrating employees" won, it is a confession of the inferiority of the "practicing reporters"; if the "p. r." won, then what is the logical reason for dragging in the "d. e."

" THAT FAILED

It may be mentioned incidentally that Mr. Dupraw, the present Champion, makes his living at reporting while pursuing an evening course in law at New York University. He has reported in the Supreme Court of the United States at Washington, and in many of the most important law cases in the last few years. Mr. Swem, winner of the World's Championship in 1923-24, took the examination in New York City a year ago for the position of Supreme Court stenographer and topped the list of 153 candidates! For eight years he was reporter for the then-President of the United States, reporting, among other important meetings, the Peace Conference at Versailles. All of which points very clearly to the fact that he is at least eligible as a practicing reporter. He is the Managing Editor of the *Gregg Writer* by choice.

Then comes this masterful stroke:

"Over 90% of the reporters of the country write *Pitman* Shorthand."

The only trouble with that statement is that it is not true. But even if true, it is a stupid statement. The mathematics and the logic are both definitely against the "90 percenters." Out of a field of 90% (taking the figures given in the "ad") only one writer of the system mentioned has achieved the coveted title of Champion Shorthand Writer of the World, since the contests of the National Shorthand Reporters' Association began. That is significant because the Shorthand Championship Contest, by its very nature, is a purely court reporting contest. Three different writers of Gregg Shorthand have won the championship in that same time; it is the only system that has produced more than one writer to win the Championship. Five of the six last Championship Contests have been won by writers of Gregg Shorthand—Schneider, 1921; Swem, 1923-24; Dupraw, 1925-26. The logical deduction from this is that if the system, with its 90 percenters, has yielded such lean results, it would be better to adopt the sys-

tem which has demonstrated its superiority. Also, if only one Champion can be developed from 90% of the reporters using the system advertised, it is a damning arraignment of the said system, for certainly there is nothing wrong with the brains or skill of the shorthand reporters of this country.

Then we read the following astonishing statement:

"The above Champion Reporters [in bold type] averaged 99 1/3% accuracy on the five speeds dictated."

The percentage is nearly enough correct to be classed as truthful, but there are two assertions in the statement that will astonish anyone who knows the facts.

1. How two of the above writers can be designated as "Champions" when they never won a Championship Contest!

2. As there are only three speeds in the World's Championship Contest, and two of the "Champions" did not turn in transcripts on the lower speeds, so far as the records of the Association show, it is not clear how the average on the "five speeds dictated" means anything.

To be perfectly plain about the matter, this advertisement is just "bunk," intended to deceive by twisting facts around to suit the purpose of the advertiser. Such methods, we submit to the reporters of the country and to the schools, are indefensible, hurtful to the profession, unfair to the young people who are studying shorthand, and unethical from every point of view. Also it is plain stupidity, to put it on no higher grounds.

W. D. Nesbit created an advertising classic when he wrote:

"And remember that the truth, even simply told, keeps on convincing people long after the cleverest lie has had its brief existence."



The
N. S. R. A. TROPHY
won five out of six times
by Gregg Writers

of interest in a subject involves, breeds dislike, and imposes a greater task on the teacher who would get results in her teaching.

Generate Enthusiasm

To avoid unpleasant situations of this kind, judgment must be exercised in the assignment of repetition practice in shorthand, and sufficient emphasis laid on the importance of

doing the work faithfully, to make clear to the student that his advancement in school and in business depends upon it. As soon as he begins to recognize his responsibility—to realize how much depends upon earnest and conscientious application to repetition practice, he will cease to dislike it. Then, under the direction and with the support of an alert, sympathetic, and enthusiastic teacher, he will make surprisingly good progress.

Suggestions for Practicing the O. G. A. Contest Copy



HERE are some general and specific rules to be applied to the writing of the O. G. A. Contest copy. If the elements of a good style of writing are understood, and an effort made to incorporate them in all the practice done on the copy, much better results will be obtained.

Elements of Good Style

A week may profitably be devoted to each of the following four chief elements of a good writing style:

- (a) Smooth, even, light lines, secured by writing continuously with a free, easy movement.
- (b) Correct curvature, slant, and method of joining circles to strokes.
- (c) Correct size and proportion in length of strokes and size of circle.
- (d) Close and uniform spacing between outlines, secured by continuous, rhythmic writing.

These elemental qualities can be determined by a general survey of the specimen, but the finer qualities of a good style will be determined only by a careful study of the individual outlines. A poor style of writing is usually more or less deficient in all the essentials of good penmanship, but a teacher ought not to criticize all the outlines at once—rather ought he to call attention to the outlines that show most clearly the students' peculiar weaknesses. This will encourage the students in their writing practice, instead of discouraging them.

Criticism—General and Specific

You might start by having each member of your contest group write the contest copy once to hand to you. Pick out the typical faults to be found on the specimens, and concentrate on their elimination for a week or a month, depending upon the time required

and the time at your disposal. After a fair degree of skill in execution has been attained, the finer points of criticism may be taken up. In other words, after the telescope has been used, use the microscope. The telescopic method trains O. G. A. members, the microscopic method trains students who will win Honorable Mention in the O. G. A. Contest.

The following elements should be kept in mind in the final analysis of Contest specimens:

Points for Analysis

1. Outlines should have smoothness and fluency, secured by having a clear mental picture of what is to be made, and writing it with a free, continuous movement, lifting the pen while still in motion as the outline is being completed.
2. Notes should be small in size and compact. Adopt the size used in the *Gregg Writer* plates.
3. Notes should be evenly spaced, secured by swift, forward motion in the execution of characters.
4. Proper formation of curves. *R, l, f, v, ten, tem, den, dem* curve most at the beginning; whereas, *k, g, p, b* curve most at the end (*time, our, soul, surface, even*).
5. Uniform slant of upstrokes and downstrokes.
6. Proper writing of reverse curves. Curves of equal length are written with a smooth "wave-line," whereas curves of unequal length have the hump at the joining (*gray*).
7. *K* and *g* begin and end on the line. *R* and *l* begin a little above the line, the base resting on the line, and end on a level with the beginning. A horizontal line drawn from the beginning of *r* or *l* should touch the end of the character (*become, her, pale*).
8. *Gent-pond* and *def-dev-tive* are called "egg-shaped" characters. They should curve both at the beginning and the end and should be of liberal size (*penetrated*).
9. A good difference in size of circles should be maintained. The small circle should be made as small as possible (*surface*).
10. Make the hooks narrow, deep, and uniform in slant with the characters to which they are joined. The sides should be parallel with each other (*beyond*).
11. Circles between reverse curves should be turned on the back of the first curve so closely that there is

(Continued on page 126)

TEACHERS' BLACKBOARD CONTEST

Specimen No. 1

The first specimen is a piece of shorthand written on a blackboard. It consists of several lines of text, including the words "The first specimen" and "is a piece of shorthand". The handwriting is a cursive shorthand style, with many loops and flourishes.

Specimen No. 2

The second specimen is another piece of shorthand, similar to the first. It also consists of several lines of text, including the words "The second specimen" and "is a piece of shorthand". The handwriting is a cursive shorthand style, with many loops and flourishes.

Specimen No. 3

The third specimen is a piece of shorthand, similar to the first two. It also consists of several lines of text, including the words "The third specimen" and "is a piece of shorthand". The handwriting is a cursive shorthand style, with many loops and flourishes.

How Do Your Notes Compare?

*An Analysis of Three Blackboard Specimens from Last Year's Teachers' Contest
With Criticisms for the benefit of 1926 Entrants*

A GLANCE at the blackboard specimens reproduced here is sufficient to classify them as deserving of Honorable Mention, but a close analytical study of the individual outlines will readily determine why they did not take one of the prize places in the last Teachers' Blackboard Contest.

Specimen Number One

Specimen 1 creates a favorable first impression. The individual strokes are written fluently with the *get-away* stroke at the end, indicating that the writer had studied the forms carefully, and knew what he was going to make before writing. After finishing an outline, he paused and examined it, very probably, to satisfy himself that it was written correctly; and, as a result, the specimen lacks the *unity of continuous writing*.

Go Forward Continuously

Smooth, continuous writing necessitates forward movement, and a specimen so written would not have the close proximity of outlines shown in lines two—*don't get*; four—and *our work*; and six—to *go on*. In each case, the hand had to be carried backward beyond the point where the chalk left the blackboard in the preceding character—something rarely if ever done in continuous writing. If writing is continuous, the tendency, rather, is to make the spacing wide.

Watch Proportion, Curve, and Slant

Proportion, on the whole, is good, but some of the characters are too large. For instance, *t* in *try* should be written short and more perpendicular—in conformity with the penmanship rule in "Lessons in Shorthand Penmanship," that *t* should be more perpendicular before *r* and *l* and after *k* and *g*—thus securing a compact outline.

F in *perfectly*, *g* in *get*, *l* in *little*, and *tem* in *tomorrow* are too shallow. *Be* in the sixth

line is correctly written, but *b* in *unpardonable* is written too shallow at the end. The end-blends are a little too perpendicular in slant.

Make "One-Piece" Outlines

We notice that *symptoms* is written in two pieces, *sym* is written first and *toms* "tacked" to it. Continuous writing afforded by dictation would enable the writer of this specimen to improve very materially—would help him quickly to acquire unity of style.

Specimen Number Two

The writer of Specimen 2 also suffers from sluggish movement, but, in this case, it is spasmodic. He did not always lift the chalk while finishing a stroke, as evidenced by the thick lines at the end of some of them. (And, by the way, our use of the pronoun he does not indicate that all of these specimens were written by men. We merely obey the dictum of grammarians!) *Come, man*, and *of making* would have had a tapering end-stroke if the chalk had been lifted promptly. The phrase *of making* was written in two pieces, instead of the whole being written smoothly and fluently. *O* in *tomorrow*, likewise, was "tacked on." Pen-lifts while executing a character are impracticable and ought to be avoided.

Don't Lay Up Trouble for the Future

This practice of "tacking" seems to be indulged in generally by teachers in making their blackboard specimens. As we have pointed out, it indicates a lack of continuity in writing, and is, for that reason, always counted against a specimen in the final analysis. Teachers should acquire the habit of completing an outline, once they have begun it, with one continuous movement. Nothing, as a matter of fact, is gained by "building up" an outline stroke by stroke. It may, by that method, look more perfectly formed, but what has been gained in correct formation has been lost, usually, in fluency and continuity. In

addition, it seems to make for an angular style, with sharp, pointed joinings predominating, instead of the graceful, more blunted angles common to artistic, fluent, speedy shorthand.

You may not need speed in your own work, you say, but if your style is developed to the point of artistic appearance only when written painstakingly and slowly, you lose the greatest appeal you can make to your class—the ability to do what you are training them to perform, and to do it well.

You will find them imitating your “tack-tics” so faithfully that you, in class, or they, on their own, will have to break the bad habit—for “tacking” spells death to continuity—to speed!

Don't Overdo the “Hump”

Scrutinizing Specimen 2 again, note that the reverse curves in the word *corner* are too pronounced. The circle has been drawn laboriously here, and so has the word *double*, further along.

Unpardonable?

Unpardonable is theoretically incorrect. Some of the upstrokes are too perpendicular, and they are not always uniform in slant. Compare the slant of *d* in *we did* with that of *d* in *day*.

Taken as a whole, however, this specimen shows great possibilities, but dictation is needed to help this writer to acquire unity of style.

Good control, continuous writing generally, correct formation, and uniformity of size, slant, and spacing are the outstanding features of good notes.

Specimen Number Three

Without a doubt, Specimen 3 was written “right off.” Notice how close the writer keeps to the line of writing. Slant, spacing, and tapering end-strokes indicate that the writer wrote the copy many times before—probably knew it by heart and wrote pretty continuously to the end of the line. The virtue of this specimen is the fluency and speed with which it was written. Its faults are faults of form rather than movement. True, the writer *d*'d not always make just what he wanted and, therefore, had to “patch,” but, for the most part, the characters are fluently written. There are many beautiful outlines in the specimen, such as *every* in the first line, and *get* in the second.

With Movement Uniform—Watch Individual Forms

One fault persists, however, and that is dropping *l* down at the end. *S*, *b*, *p*, *f*, and *r* are not always curved correctly, as in *better*, *fewer*, *capable*, etc., and more attention should be paid to slant. The writer of this specimen, having acquired fluency in execution, would find analytical study and practice of individual outlines of much value in perfecting his style.

Why Not Prove Your Skill?

Every teacher ought to support this fine, big movement for better shorthand writing by taking part in this year's

TEACHERS' SHORTHAND WRITING CONTEST.

To each candidate submitting a qualifying specimen on the contest copy, which we are repeating here, the new Certificate of Proficiency, illustrated on page 98 of this issue, will be awarded.

Teachers' Blackboard Contest Copy.

The planting of trees alone is an important feature of any development, and it serves as an illustration to show with what care every detail must be watched. The temptation is to choose a tree which may be bought cheaply and which will grow quickly so that it will make a good showing the first few years on the property. This is especially true of the poplar, and, to a large extent, of the soft maple. The poplar grows very rapidly and matures early, but is at all times a dirty tree and at best, lasts only a few years. The soft maple also develops rapidly but is not a particularly well-proportioned or handsome tree and dies early. To my mind, the hard maple has no equal as a shade tree; it is beautiful and, though it grows slowly and has a long life, is hardy and clean.—From “Vocational Self-Guidance.”

DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

Christmas in Old London—

A Reverie of Merry Yuletides

By *W. Teignmouth Shore*

In "*The Dearborn Independent*"

"At Christmas play, and make good cheer,
For Christmas comes but once a year."

And if it came oftener we²⁰ should scarcely know what to do with it!

With us, as doubtless with you, there are modern fashions of decking⁴⁰ the home for Christmas; paper festoons, paper flowers, Japanese lanterns, and so on. Away with them all! Holly, ivy, mistletoe⁶⁰ for me, always! And a Christmas tree! For the kiddies? Yes, and for *me*. The old-fashioned way, with thin⁸⁰ pink candles stuck about the branches; and imitation snow; and Father Christmas atop! And plenty of sweetmeats. Whence arose the¹⁰⁰ legend that the Christmas tree is an ancient and British institution, I do not know. It came over to us¹²⁰ from Germany some seventy years ago, when German Prince Albert was Queen Victoria's consort. Never mind. I for one can't¹⁴⁰ see Christmas without a tree and I don't care even a half-cent from what century it dates. No more¹⁶⁰ does it matter to me—does it to you?—that the hanging up on Christmas Eve of stockings to be¹⁸⁰ filled by Santa Claus during the night hours is but a modern fashion. I have ceased to do it! The²⁰⁰ presents given to me by my adoring family and affectionate friends do not accommodate themselves to the practice: such like²²⁰ as chest-protectors, mufflers, woolen stockings, warm slippers, and so forth. But I *do* believe in Santa Claus; for I²⁴⁰ have seen him many a Christmas Eve in—the mirror! He is not at all a bad looking old fellow;²⁶⁰ indeed, he is the very spit of me.

It is commonly said that Charles Dickens invented Christmas. Rubbish! But he²⁸⁰ did invest it with a halo of uproarious mirth and jollification, good will and splendid hospitality; and surround it with³⁰⁰ ice and snow, spices and puddings and sugar and punch. He amplified only; did not invent. What about this for³²⁰ a picture of Christmas, from a book three hundred years old, written by one Nicholas Breton:

"It is now Christmas,³⁴⁰ and not a drink must pass without a carol; the beasts, fowl, and fish, come to a general execution; and³⁶⁰ the corn is ground to dust for the bakehouse, and the pastry. . . . A good fire heats all the house. . . . Musicians³⁸⁰ now make their in-

struments speak out, and a good song is worth the hearing. In sum, it is a holy⁴⁰⁰ time, a duty in Christians for the remembrance of Christ, and custom among friends for the maintenance of good fellowship.⁴²⁰ In brief, I thus conclude of it: I hold it in memory of the Heaven's love and the world's peace,⁴⁴⁰ the mirth of the honest, and the meeting of the friendly."

How shall I spend my this year's Christmas? There⁴⁶⁰ is varied choice before me. Shall I go to Oxford? I shall feel greatly tempted so to do if the⁴⁸⁰ weather be real Dickensy—Christmassy. For when King Frost and Queen Snow take the business in hand Oxford is supremely⁵⁰⁰ lovely. The gray ancient buildings, with the innumerable carvings and the hammered ironwork, picked out with white; the lawns as⁵²⁰ snowy carpets; the boughs of every tree and the twigs of shrubs and bushes glittering with hoar frost in the⁵⁴⁰ crisp wintry sunshine—it's a winter's fairyland!

If I did go I would dine on Christmas Day with a friend⁵⁶⁰ at Queen's College; a lordly Boar's Head would be carried in gallant procession from the kitchen into the Hall—designed⁵⁸⁰ by famous Christopher Wren—to the accompaniment of the Boar's Head Carol, sung by a Precentor, the Latin chorus delivered⁶⁰⁰ by the choir.

Or I would visit a country clergyman, rector of a very rural parish, where he and the⁶²⁰ squire are the only gentle folk, his parishioners being farmers and their hands. I'd go to church with him morning⁶⁴⁰ and evening; a gray, stone building, many centuries old; small, homely, reverend. There would be singing of carols—decorations of⁶⁶⁰ holly and ivy and gay chrysanthemums; a brief discourse from my friend upon the glad tidings that the festival celebrates.⁶⁸⁰ Back in the evening again to the vicarage, maybe by the light of the moon and over the soft snow,⁷⁰⁰ lying "deep and crisp and even"—a red brick house of the days of good Queen Anne set in an⁷²⁰ ample garden. Cosy comfort; a snug room; a blazing fire, roaring on the wide hearth; my kindly host and his⁷⁴⁰ wife; a well-set table: turkey, plum pudding and mince pies, of which last I would dispose of several, both⁷⁶⁰ because they would be goodly and because in the coming year I should have as many happy months as the⁷⁸⁰ number of the pies I ate; no use therefore in putting away more than a dozen!—and friendly conversation. And⁸⁰⁰ so to bed and pleasant dreams.

But an end to conjecture. I'll stay in London town. In the morning I⁸²⁰ may wend my way to the chapel of the Foundling Hospital in

Bloomsbury, a somewhat worn part of the town,⁸⁴⁰ about which it has been said that there "is more of the bury than the bloom." Founded by merchant sea-⁸⁶⁰ captain Thomas Coram in the year 1739 for the care and welfare of "exposed and deserted poor⁸⁸⁰ children." In the chapel this Christmas morn seated on each side of the organ—given and often played upon by⁹⁰⁰ George Frederick Handel, great benefactor to this hospital—are grouped the children in their quaint costume, the girls in high⁹²⁰ mob caps, singing as with the voice of cherubs.

Thackeray used to attend here, and the glasses of his spectacles⁹⁴⁰ would grow dim as he listened to their singing. We read in his ballad of Eliza Davis, ascribed by him⁹⁶⁰ to one policeman X:

"Praps you know the Fondling Chapel,
Vere the little children sings;
(Lor! I likes to hear⁹⁸⁰ on Sundies
Them there pooty little things!)"

In the evening I could go to one of the big hotels, where¹⁰⁰⁰ there will be gorgeous high jinks, much laughing and quaffing and chaffing; music and dancing; all of which would not¹⁰²⁰ come home to my heart. For, surely, at Christmastide—on Christmas Eve and on Christmas Day—East, West, home's best?¹⁰⁴⁰ At home I will bide, with my own kin and a friend or two. We shall have a very merry¹⁰⁶⁰ Christmas, and shall not forget to sing "Auld Lang Syne," drinking to the good health of all absent friends, among¹⁰⁸⁰ them the many we have in America.

A Merry Christmas and a Happy New Year to them and to you¹¹⁰⁰ all! (1101)

Edison's Work

Thomas A. Edison upsets popular opinion by denying flatly the allegation that he is an inventor. He claims original and²⁰ complete credit for but one single great invention and that is the phonograph. Although the records of the patent office⁴⁰ show that he is credited with more than a thousand patents, Mr. Edison claims to have developed rather than originated⁶⁰ them.

"I am more of a sponge than an inventor," he said recently. "I absorb ideas from every source. I⁸⁰ take half-matured schemes for mechanical development and make them practicable. I am a sort of middleman between the long¹⁰⁰-haired and impractical inventor and the hard-headed business man who measures all things in terms of dollars and cents.¹²⁰ My principal business is giving commercial value to the brilliant but misdirected ideas of others." (135)—*Chicago Journal of Commerce*

Lesson Seventeen

Words

Obligingly, scoffingly, mournfully, charmingly, unwillingly, daringly, despairingly, Irvington, Huntington, Abington, Framingham, culpability, credibility, acceptability, fallibility,

inflexibility, mollification, amplification, ramification, sanctification,²⁰ regimental, diagram, ladyship, guardianship, fellowship, courtship, windward, priesthood, leeward, froward, whimsical, spherical, ventricle, historical, rhetorical, pinnacle, bronchitis, ejaculate, postulate,, inoculated,⁴⁰ recapitulation, cumulative, Wilmington, Worthington, waywardness. (45)

Sentences

Mr. Huntington reported that the last he saw of the airship it was headed towards Birmingham. The desirability of this²⁰ neighborhood is not questioned. This periodical will publish many historical articles about the pilgrims. Irvington expects to study for the⁴⁰ priesthood. This list of technical words is exceedingly difficult. His waywardness caused him to be sent to Wilmington. Mr. Milgrim⁶⁰ did not accept the receivership. Has he the necessary qualifications that were stipulated for this clerical position? After Mr. Dillingham⁸⁰ recovers from his attack of bronchitis we shall continue our pilgrimage. (91)

Lesson Eighteen

Words

Maturity, charity, peculiarity, insincerity, celerity, dexterity, angularity, inferiority, partiality, rationality, liberality, fatality, agility, humility, audacity, sagacity, simplicity, infelicity, precocity, velocity,²⁰ plastic, concavity, activity, captivity, festivity, inanity, serenity, vanity, holographic, scholastic, characteristic, acrobatic, emphatic, apologetic, emblematic, pathetic, chaotic, alphabetical, fanatical, athletics,⁴⁰ poetically, politically, pedantic, authentically, topographer, topography, pathology, philologist, aromatic, bibliography, caustic, epigraph, minerologist. (53)

Sentences

We do not wish to appear emphatic when we request that you meet this obligation at maturity. What authority has²⁰ the theologian for these statements? The simplicity and brevity of his speech added to its dignity. The stenographer should have⁴⁰ a thorough familiarity with both the alphabetical and geographical systems of filing. His activity in political affairs has increased his⁶⁰ popularity throughout the district. A knowledge of stenography will be a great aid to you in your journalistic work. The⁸⁰ statistics compiled by the minerologist are considered authentic. Although he was very apologetic in his manner his vanity was clearly¹⁰⁰ discernible. (101)

Lesson Nineteen

Words

You can judge, ought to make, to such an extent, local passenger train, freight train, Lehigh Valley, Second National Bank,²⁰ Third National Bank, in many cases, it would have, earnest attention, so far as I know, inasmuch

as, to some⁴⁰ extent, safeguarding the, I advise that the, worse than, and expect to hear from you, we are unable, hoping to⁶⁰ hear from you again, contents noted, operating department, out of the way, so much as the, let me say, checking⁶⁰ the, past few weeks, and assure you that, somebody else, if possible, point of view, to my mind, shorthand department,¹⁰⁰ business manager, I cannot be sure, of course it will be, general freight agent, service department, few centuries ago, knowing¹²⁰ their, couple of days ago, it will please us, first place, dry goods department, Third Avenue, gas company, New York¹⁴⁰ draft, I am in a position, you must beware. (149)

Sentences

During the absence of the general manager I shall spend most of my time in the subscription department. You can²⁰ get full information from the service department regarding the stockholders of the Second National Bank. Inasmuch as this was his⁴⁰ first offense the judge was inclined to be lenient with him. There is a local passenger train on the Baltimore⁶⁰ and Ohio due at eleven A. M. Your orders will receive our best attention at all times. We are inclosing⁸⁰ New York draft in payment of our account to date. We shall give this matter our earnest attention, and assure¹⁰⁰ you that everything possible will be done to make your trip a success. The price we quote on these goods¹²⁰ is f.o.b. cars, Decatur. We are sorry to report that we are unable to assist you in putting¹⁴⁰ your product on the market at this time. (148)

Lesson Twenty

Words

Dubuque, Norfolk, State of Maine, pungency, imprisonment, utterly, merely, soldierly, avoidable, favorite, kindest, dearest, lightest, Ashville, Crawfordsville, Baltimore, Maryland; Tucson,²⁰ Galveston, State of Rhode Island, State of New Hampshire, Lockport, repulsive, corrosive, atonement, reunion, reappoint, pinion, illumine, millinery, forgery, clientele,⁴⁰ gayly, unmannerly, intensiveness, San Antonio, Atwood, Billings, South Bend, Burlington, Grand Junction, Fort Wayne, Mansfield, questionnaire, Ogdensburg, preemption, careworn, clearcut. (60)

Sentences

The speaker stated that he would give addresses in Los Angeles, California; Salt Lake City, Utah; Denver, Colorado; Chicago, Illinois;²⁰ and Washington, D. C. He soon learned that a plan as expansive as he proposed, if adopted, would be a⁴⁰ very expensive proposition and, therefore, it was suggested that it be modified in some of the details, which would make⁶⁰ it less extensive in operation but cheaper to execute. After thoroughly explaining the urgency of the case, several prints of⁸⁰ the road construction film were sent to J. S.

Atwood, General Manager of the Billings Power Company, to be used¹⁰⁰ in this emergency. We have a very large clientele throughout this jurisdiction. (112)

Supplementary Lesson Drills— II

Lesson Five

Sachet, salt, salvation, sanguine, saucer, sawdust, porous, concession, consignee, secede, sledge, encamp, skeptic, easily, squelch, squeeze, swollen, thatched, thought, wearily,²⁰ Emily, twitchings, ceilings, thrust, Ruth. (25)

His next speech will be on good roads all through this section of the State. There will be a course²⁰ in business training given on the campus next Spring. The ring was given to Ruth. Do you know the forms⁴⁰ for this, these, those, thus, they, that, the, there? (49)

Lesson Six

Piety, Algeria, Louise, Leah, pike, fiber, Messiah, Ionic, willow, twice, tiger, moist, poignancy, Siam, poetry, Viola, dike, wisteria, Cyrus, decoy,²⁰ hive, finally. (22)

Please point out why you like to use this kind of wire on your radio. Leah will try to find²⁰ some fine lace for Louise in Algeria. The decoy will not fly far from the flock. We saw the tiger's⁴⁰ track. (41)

Lesson Seven

Shanty, hastened, scanty, ant, abscess, caresses, pint, Moses, steamers, scissors, specimen, hunted, senses, brigand, hominy, mental, debtor, tended, empty, drained,²⁰ phrases, ripened. (22)

We hunted all day and then hastened to the shanty to make ready our supper. The Indians made their arrows²⁰ from flint. You should make a study of all the phrases given in the Manual. The steamer collided with the⁴⁰ heavy barge at the dock. (45)

Lesson Eight

Powder, water, Willard, warp, worm, serpent, filters, Serbia, shutters, wagers, flatter, spurn, fester, Shirley, Sherlock, sward, Snyder, nervously, standard, Martinique,²⁰ charmer, barbers, blizzard. (23)

The firm of Snyder and Willard handle this merchandise. You should be more particular in filling out these certificates. The²⁰ sergeant was out in the blizzard all day. We will fill the order when we receive word from you. I⁴⁰ am worried about this organization in the city. (48)

Forgotten Deposit

It is announced that New York banks are holding more than ten million dollars in deposits forgotten by absent-minded²⁰ savers.

This money has lain idle for twenty years, after which the banks are required to advertise for the owners⁴⁰ once a year for five years.

Every man has certain deposits within himself that he often forgets. He has stores⁶⁰ of courage and cheer and ability within him that only need drawing upon to make him efficient. (77)—From the "San Francisco Examiner"

Game in the National Forests

From the San Francisco "Chronicle"

More than 687,000 head of big game animals make their home in Uncle Sam's 159²⁰ national forests, announces the Forest Service of the United States Department of Agriculture, which has just completed the⁴⁰ compilation of a count made in 1924.

Compared with the previous year the 1924⁶⁰ figures represent an increase of about 44,000 head, after due allowance is made for 44,000 head⁶⁰ of bear which were not included in the estimates of former years, but which are included in the 1924¹⁰⁰ estimates.

Forest Service officials explain that this increase may be caused by the fact that 1924¹²⁰ was a very dry year in the West and that drought conditions resulted in an unusual concentration of game¹⁴⁰ animals around watering places which enabled forest rangers to make closer estimates than in former years. It is also explained¹⁶⁰ that only animals using National Forest ranges are included in the estimates and that no account was taken of animals¹⁸⁰ which graze almost entirely on adjacent Federal lands or on privately owned areas.

Deer represent the vast bulk of the²⁰⁰ big game animals, with a total for 1924 of 550,500 compared with²²⁰ 511,200 the previous year. An analysis of the figures shows that except in a few national²⁴⁰ forests located in California deer show a uniform increase. These few exceptions, say forestry officials, may be the result of²⁶⁰ closer estimates rather than any real decrease in number.

The five States credited with the largest number of deer are,²⁸⁰ in the order of their rank, California, Oregon, Montana, Idaho and Arizona. Alaska also is credited with about the same³⁰⁰ number—50,000 head—as the two last named States. More than half the deer listed on the national forests³²⁰ in Arizona inhabit the Kaibab forest. Efforts are now being made to reduce the Kaibab herd since the amount of³⁴⁰ forage available is insufficient to support it.

In the 1924 estimates bears were included as game rather³⁶⁰ than as predatory animals, the figures showing 44,300 head on the 159 national³⁸⁰ forests. Of this total 38,700 were of the black and brown varieties, the balance of⁴⁰⁰ 5,600 being grizzlies. Nearly all grizzlies listed were found on the two national forests in Alaska alone. Montana⁴²⁰ is the only State in which the forest rangers were able to find more than a scattering few of this⁴⁴⁰ bear.

Elk have increased in all Western forests, more than 52,600 head being listed for⁴⁶⁰ 1924,

compared with 49,500 in 1923. On the Teton National Forest,⁴⁸⁰ bordering the Yellowstone National Park, the elk herd has shown a notable increase because of three excellent seasons with mild⁵⁰⁰ winters and satisfactory summers. Forest Service officials are again facing the question of keeping this herd down to a number⁵²⁰ that can be supported by the available forage.

Antelope, or pronghorns, are still in a very unsatisfactory condition. The⁵⁴⁰ 1924 count shows only a few more than 5000 of these animals, most of which are to⁵⁶⁰ be found in the national forests of Arizona and Idaho. In Northwestern Nevada and Southeastern Oregon there is a large⁵⁸⁰ antelope herd grazing on public lands outside the National Forest areas. An effort is being made to secure the creation⁶⁰⁰ of a game refuge which will cover the habitat of this herd so that it may be saved from extermination.⁶²⁰

The number of moose found in 1924 shows a loss compared with 1923, only⁶⁴⁰ 5100 head of these magnificent animals being shown compared with 8000 in 1923.⁶⁶⁰ However, it is explained that this difference in figures may be attributed in large part to more accurate estimates.

The⁶⁸⁰ number of mountain sheep and mountain goats on the national forests is given as 12,400 and 17,200,⁷⁰⁰ respectively, a slight increase over 1923. Buffaloes were dropped out of the 1924⁷²⁰ estimates, as these animals are now to be found only in protected herds.

In discussing the 1924⁷⁴⁰ estimates of big game animals, officials of the Forest Service say that the figures turned in were carefully⁷⁶⁰ checked and that the estimates are considered as accurate as such figures can be made where an actual count is⁷⁸⁰ not possible. (782)

36

The only man who can succeed at his work by beginning at the top is the well digger. (18)

36

It has come to be an axiom of successful business that profit is not the sole end to be sought.²⁰ Business success in whatever field is more and more the result of policies which look to giving service to the⁴⁰ public. The business which on the whole is likely to prosper most is that business which aims to give the⁶⁰ customer something more than the mere commodity which he comes to buy.—Calvin Coolidge. (74)

Business Letters

Letters to Large Users

(From Gardner's "Constructive Dictation," pages 240 and 242, letters 7 and 10)

You and a Thousand Times You—To You—Of You—For You:

Suppose a day had forty-eight hours instead²⁰ of twenty-four—and you had four

hands instead of two—and you could be in two places at the⁴⁰ same time instead of one—

You would be a superman, wouldn't you?

But it has not, and you have not,⁶⁰ and you cannot!

There is only one *you*. If you could give a thousand men *your* knowledge of the business⁸⁰—*your* ambition—*your* personality—then It would, and you would, and you could!

The thing that makes you *you* is¹⁰⁰ not the way you comb your hair or wear your clothes. It is not your person—but your personality.

If¹²⁰ you want to know how to cash in on that personality—make *you* a thousand times *you*—turn the page¹⁴⁰ and read on.

For *you*, sincerely, (146)

Toledo Investment Company,
Toledo, Ohio
Gentlemen:

That new building of yours—have you decided what kind of floors you are²⁰ going to put into it?

You want them *dustless, waterproof, and sanitary*, of course. You want floors with the minimum⁴⁰ upkeep expense.

The easiest and surest way to secure such floors is to lay them of concrete by the "*standard*"⁶⁰ way."

A life of a concrete floor is fixed in the making. Once it is down, it is down for⁸⁰ good.

"*Standard way*" floors take the risks and hazards out of the job. It is the assurance of a really¹⁰⁰ *wearproof, dustproof, and waterproof* concrete floor.

Get the complete facts and figures about "*standard way*" floors before you make a¹²⁰ decision on the floors for your new building.

Return the attached card and get information without obligating yourself in the¹⁴⁰ slightest degree.

Yours for better concrete floors, (147)



Drive yourself—or be driven.(5)



The fellow who tries only to look on won't have a look-in.(13)

The Captains

By Mary Raymond Shipman Andrews

From "The Eternal Masculine"

(Concluded from the November issue)

On the 27th of August the Celtic sailed from Liverpool for New⁹⁸⁰ York. As the land of Wales melted into clouds a young fellow with conspicuous broad shoulders walked aft and fell⁹⁷⁰⁰ into conversation with a man who stood watching the fading earth-line.

"I never can take any stock in the⁹⁷⁸⁰ ship till the land's clean gone," the man said. "It will be gone in a few minutes now." He glanced⁹⁷⁴⁰ about the deck as if the next interest were awakening. "A crowd on board," he said. "Quite a lot of⁹⁷⁶⁰ celebrities. Have you noticed the passenger list?"

"No," answered the boy politely, but a bit absent-mindedly.

"There's Lord and⁹⁷⁸⁰ Lady de Gray, and a French marquis—I forget his name; and a Russian prince—I can't pronounce his. And⁹⁸⁰⁰ there are several big Americans. That's Trefethen over there—Marcus Trefethen, the capitalist." He nodded across the deck where a⁹⁸²⁰ tall man stood alone, smoking and staring out at sea.

The boy turned. "Marcus Trefethen? I'd like to see him."⁹⁸⁴⁰ His eyes searched. "Where?"

"The tall fellow with a cigar—right where you're looking." The gaze changed to bewilderment, and⁹⁸⁶⁰ with that there flashed to his face an astonished delight. "Marcus Trefethen your grandmother!" he threw at the man, and⁹⁸⁸⁰ with a leap he was gone.

"Mr. Lord—why this is great! You haven't forgotten me—Dick Elliot—the races⁹⁹⁰⁰ on Lake Whitney last May. Yes—I didn't think you would." Trefethen's hand hurt with the grip it got.

"So⁹⁹²⁰ you and young Ruthven had your trip, after all?" he said five minutes later.

"Golly! Did we!" responded Elliot with⁹⁹⁴⁰ enthusiasm. "Never had such a bully time in all my life, and Carl's as happy as a king—his father⁹⁹⁶⁰ all right, his two years in Germany arranged, everything going his way. The finest chap. I wish you knew him!"⁹⁹⁸⁰ Wasn't it queer, though, about that old Trefethen, the octopus? Nobody understands, but he suddenly just took the clamps off,¹⁰⁰⁰⁰ and buzz! the wheels went 'round. The Southwestern Railroad came to, and is going like a queen, and Mr. Ruthven¹⁰⁰²⁰ was well the minute he heard it—pretty near dead he was, too. Carl came back to college with howls¹⁰⁰⁴⁰ of joy, and he rowed the race, and we smeared the Harvards, and the whole thing went like a book.¹⁰⁰⁶⁰ What do you suppose happened to old Trefethen?" he shot at the other. "Lost his mind, didn't he?"

"Old Trefethen"¹⁰⁰⁸⁰ puffed at his cigar. "Hadh't heard of it," he said tersely.

"Well, I'll tell you one thing, Mr. Lord. I¹⁰¹⁰⁰ feel differently toward that old galoot. Since the Southwestern business I respect him. I don't understand, but I swear I¹⁰¹²⁰ respect him. I've read every scrap about him in the papers, and I've formed an opinion. It's my idea that¹⁰¹⁴⁰ he's decided there are better games than being the richest man in the world. He's certainly thrown away his chance¹⁰¹⁶⁰ for that, by what they say."

"He certainly has," the other responded, as one having authority, but the boy did¹⁰¹⁸⁰ not notice. A flash of amusement lit his face and his words flashed after it.

"Do you know, Mr. Lord¹⁰²⁰⁰—that's queer—I'd forgotten." The hurrying words fell



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May We Help You?

This is written October 1. Within a few days our nominees have been taken for the Butler Business School, Yonkers, N. Y.; Salem, N. H., High School; Hampstead, N. H., High School; Capital City Commercial College, Charleston, W. Va.; Norfolk, Va., High School; Worcester, Mass., Business Institute; Maine School of Commerce, Bangor; King's Business College, Raleigh, N. C.

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over each other. "You were pointed out to me as Trefethen this¹⁰²²⁰ minute. That's how I came to see you."

The man knocked his cigar ash into the sea. "Curious," he said¹⁰²⁴⁰ quietly. "It's not the first time, however—I look like him." He went on: "Tell me about yourself. What are¹⁰²⁶⁰ you going to do when you get home?"

The bright face grew serious. "Well, Mr. Lord," he said, "I'm in¹⁰²⁸⁰ bad luck. Not the worst, for my people are all right, thank Heaven—but it's bad. My father's business—he's¹⁰³⁰⁰ a steel man—is in poor shape, and it's about inevitable that he's got to fail. If he could raise¹⁰³²⁰ a hundred thousand he could tide through, but he can't do it. It's too much for the small people, and¹⁰³⁴⁰ the big people won't risk it—and he can't ask them. So. They wanted me to stay over with Carl¹⁰³⁶⁰ and finish out my six months, and I could, for the trip is off money that was left me. They¹⁰³⁸⁰ said they'd rather have me, and I'd only be in the way at home, and all that. But it seemed¹⁰⁴⁰⁰ to me that if the governor was in a scrape I'd better go and stand by him. Even if I'm¹⁰⁴²⁰ not good for much at first, I might help brace him up. Don't you think I was right?" he asked¹⁰⁴⁴⁰ wistfully.

"I do, indeed," the other answered with emphasis. And then slowly, staring at the earnest face: "I wish I¹⁰⁴⁶⁰ owned something like a boy to stand by me in time of trouble." A quick color rushed to Elliot's cheeks.¹⁰⁴⁸⁰

"If you mean that—you don't know me much—but if you'd let me—I'm not a lot of good¹⁰⁵⁰⁰ yet, but I'm trustworthy. I'll stand by you, Mr. Lord."

It was very boyish, but it went straight. So straight¹⁰⁵²⁰ that Trefethen did not speak, and the lad went on eagerly: "Looks like you were in a scrape this minute,¹⁰⁵⁴⁰ from the cock of your eye. Is it money? All right. Here I be. Just use me for a battering-¹⁰⁵⁶⁰ ram or any old thing, and I'll take charge of you and the governor together."

At that Trefethen found his¹⁰⁵⁸⁰ voice and his hand fell on the huge shoulder. "You're adopted," he said. "Just remember that. But I don't need¹⁰⁶⁰⁰ you just at present—not that way. I'm doing rather well financially."

Suddenly he drew back a step, and put¹⁰⁶²⁰ his hands in his pockets and stared at the boy quizzically, a slow smile coming in his eyes. "You're a¹⁰⁶⁴⁰ dear lad," he said, and his voice sounded strange to him. "But you're an expensive luxury. That afternoon at New¹⁰⁶⁶⁰ Haven cost me five million dollars down, and Heaven knows how many more by this time." The boy stared, amazed.¹⁰⁶⁸⁰ "I don't grudge it, you know. What I got for it has paid, and will. I got a new point¹⁰⁷⁰⁰ of view and a sense of proportion. I got a suspicion that what men want millions for is happiness, and¹⁰⁷²⁰ that millions don't bring it; I got a startling and original impression that the only way to get anything out¹⁰⁷⁴⁰ of life is to live it for other people; I got the thought that service and not selfishness is the¹⁰⁷⁶⁰ measure of a man's value, and I got—oh, I got this thing rubbed in with salt and lemon juice¹⁰⁷⁸⁰

till it smarted like the devil—I got the idea that to play the game fairly is the first thing¹⁰⁸⁰⁰ required if you mean to be a man at all."

The boy gasped. "Who are you?" he stammered.

"Wait a¹⁰⁸²⁰ minute. I was just going over the edge of a precipice. I'd have slid down pleasantly—a long way down¹⁰⁸⁴⁰—and I'd have wallowed in gold at the bottom, and it would have been a mighty cold, hard bed, too.¹⁰⁸⁶⁰ I'd have been miserable and lonely, with half the world envying me, after I'd got there. But there were two¹⁰⁸⁸⁰ or three strings tied to me yet—and they were lying up on God's earth above the precipice, and you¹⁰⁹⁰⁰ boys got hold of them and yanked me back. Great Scott, but you yanked manfully!" he said, and laughed and¹⁰⁹²⁰ shook his head at the memory. "It wasn't your political economy—I'd read things something like what you said. But¹⁰⁹⁴⁰ I saw myself through your eyes—honest eyes. You had nothing to gain or lose, and you gave me your¹⁰⁹⁶⁰ sincere thoughts—and you gave 'em from the shoulder, you'll allow me to say. Jove, how you roasted me! A¹⁰⁹⁸⁰ spirit that I'd forgotten about was in every word, and I caught it, and I'm trying to keep the disease,¹¹⁰⁰⁰ for I believe that, from a practical point of view, it's the spirit that will bring a man peace at¹¹⁰²⁰ the last—and all along."

"Who are you?" Dick Elliot demanded again in a frightened voice.

"I think you half¹¹⁰⁴⁰ know," the other said. "I'm Marcus Lord Trefethen, and I'll never be the richest man in the world, and I¹¹⁰⁶⁰ thank Heaven for it. Don't hate me, boy—don't be afraid of me, for your friendship's important to me," he¹¹⁰⁸⁰ went on. "You remember what you said—you'd stand by me. I need you now." And the young face brightened¹¹¹⁰⁰ and smiled frankly at him.

"Ginger, I'll do it, too!" he said. "You're worth saving. You can't phase me just¹¹¹²⁰ by being a bloated bondholder, Mr. Lor—Mr. Trefethen."

"That's the sort," said Trefethen gladly. "And as you belong to¹¹¹⁴⁰ me a bit—adopted, you remember—you're to take that hundred thousand to your father from me. We'll send him¹¹¹⁶⁰ a Marconi that will stagger him."

Elliot gasped again. "Oh, no—I can't do that—I wouldn't have told you,"¹¹¹⁸⁰ he stammered.

"Come, Dick, don't be a jackass," advised Trefethen. "It's business—I'm lending it to him—I'll skin you¹¹²⁰⁰ both yet." And then, as he still hesitated, with wide troubled eyes on the great man's face, Trefethen put out¹¹²²⁰ his hand and found the football captain's fingers, and twisted them into the fraternity grip—and the old college boy¹¹²⁴⁰ smiled at the young one. "Brothers, aren't we?" he demanded. "You've done a lot more for me than I can¹¹²⁶⁰ do for you," and with that, a flash of misty mischief coming into his eyes. "By ginger," quoted Marcus Trefethen,¹¹²⁸⁰ "let me 'make a try at least not to be a disgrace to my Alma Mater.'" (11296)

(Finis)

Men are often capable of greater things than they perform. They are sent into the world with bills of credit,²⁰ and seldom draw to their full extent.—*Walpole*. (28)

Key to October O. G. A. Test

Above all things, become vitally interested in *one* line of thought, activity, or research. Science, art, history—no matter what it may be—will become of fascinating interest if made a real hobby and persistently followed up. It will be a source of happiness, vital interest and ultimate success. Money does not bring happiness! Intellectual interests do. And particularly any *creative* work involving original thought, something new; this will prove of unending interest, if once taken up.

A definite line of reading, upon one particular topic, will also benefit you greatly; for bear in mind always Ruskin's remark that "one month's continued study of any one subject will enable you to know more of that subject than anyone but the specialists."

—*Hereward Carrington*, in
"Letters from Famous People."

Short Stories in Shorthand

Moon Magic

She: I didn't think you'd break your engagement with Jess; you said she was your dream girl.

He: She was²⁰ my dream girl, but I woke up. (27)

No Profit

Hard: What did you get out of the services this morning?

Guy: Not a thing. I was sleeping when the²⁰ offering was lifted. (23)

Safety First

Judge—"Why did you run down this man in broad daylight on a perfectly straight stretch of road?"

Prisoner—"Your²⁰ Honor, my windshield was almost totally obscured with Safety First stickers." (31)

Unavoidable Clemency

Sophomore: But I don't think I deserve an absolute zero.

Professor: Neither do I, but it is the lowest mark²⁰ that I am allowed to give. (26)

Quite Different

Irate Customer—"Here; look what you did!"
Laundryman—"I can't see anything wrong with that lace."

Irate Customer—"Lace? That²⁰ was a sheet!" (23)

Fast Work

Judge—"What time did you take out your insurance papers, Abe?"

Abe—"Nine o'clock."

Judge—"What time did the fire²⁰ start?"

Abe—"Tweive o'clock."

Judge—"Why the unnecessary delay?"

Abe (absently)—"The fire sale ads weren't done." (37)

Round and Round

"Well, Augustino, how's the trade comin'?"

"Oy! Oy! meester, de same ol' grind." (13)



Repetition Practice

(Concluded from page 114)

no space left after the first curve. If the circle were erased, the two consonants should remain without a break in the line where they join.

12. In joining circles to other strokes, the intersection should be approximately at right angles. Avoid retracing (*every, gray*).

13. In joining circles to hook have both the circle and the hook distinct. These should be written so that a line drawn across the open end of the hook would cut off the circle (*outward*).

14. All circles and loops should be closed.

The foregoing may be used as a measurement test of shorthand writing, and can be applied to the study of the O. G. A. Contest copy with considerable profit.

The ANNUAL C. T. Contest

was announced in the November *Gregg Writer*. Have you enrolled your classes for the year 1926-27? If not, prepare and send the list of your contestants to the Art and Credentials Department at once. Lists must be in our hands, showing all eligible entrants not later than

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